

PBIS in the Classroom

Mark J. Fynewever
mfynewever@doe.k12.ga.us

Tony Feldman
Georgia Department of Education, tfeldman@doe.k12.ga.us

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PBIS in the Classroom

December 30, 2016

Mark Fynewever & Tony Feldmann



Outcomes

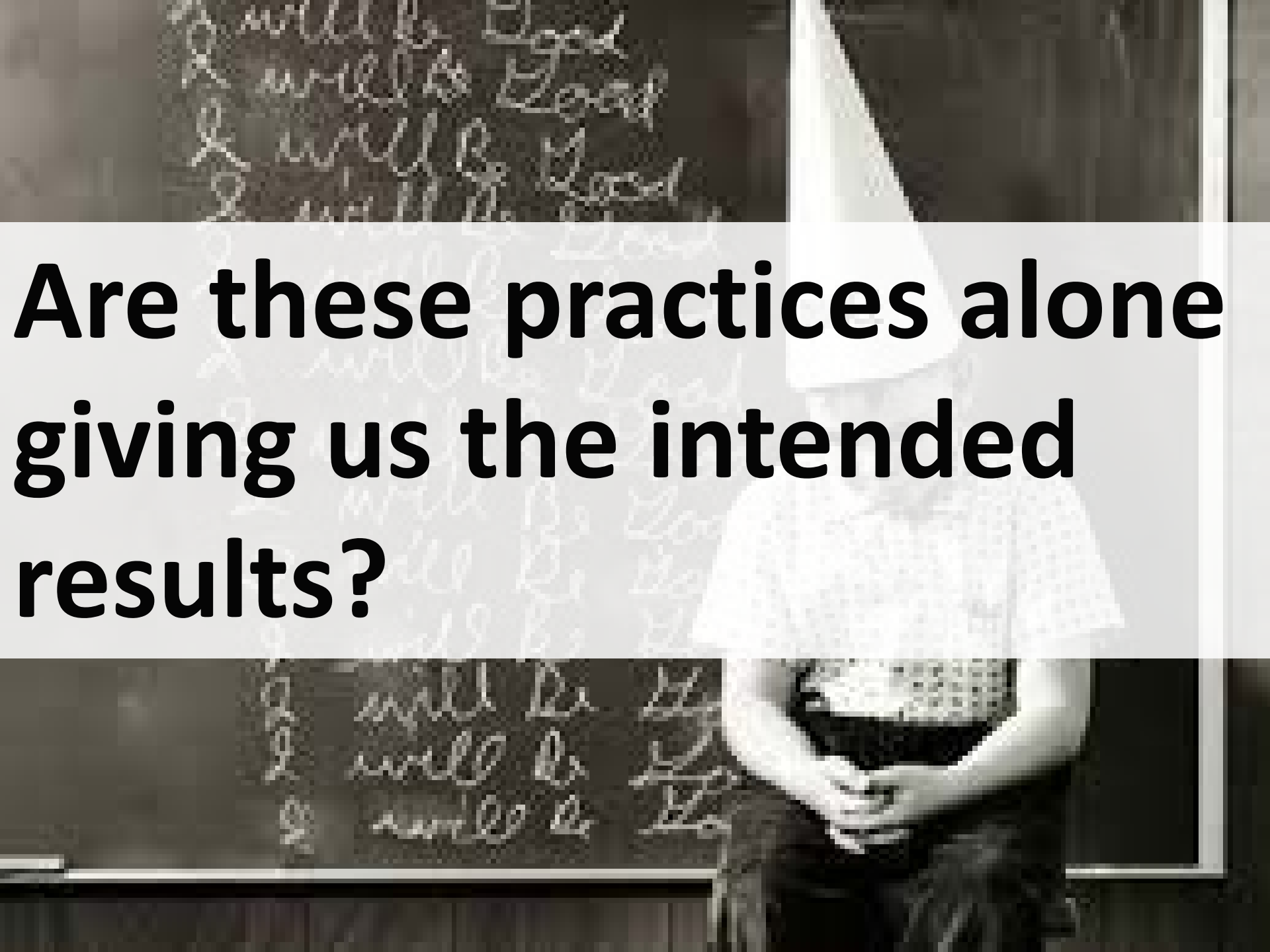
- Participants will understand the link between school wide PBIS and classroom PBIS.
- Participants will gain a general understanding of the core elements of a classroom management plan.



Human Pyramid Activity

Building Faculty
Commitment to PBIS



A black and white photograph of a person, likely a healthcare professional, wearing a white lab coat and holding a clipboard. They are standing in front of a chalkboard. The chalkboard has the phrase "I will be good" written repeatedly in cursive. A semi-transparent white box with black text is overlaid on the image.

**Are these practices alone
giving us the intended
results?**



There are no simple solutions!

Punitive consequences are not enough.

Role-bound power is not enough.

Wishing and hoping is not enough.

Take away my recess

No problem I haven't had recess for 3 years

Call my mom about my bad language

Wait until you hear my mom

Keep me after school

WOW it beats going home to an empty house

ISS

Yes please, put me in a small classroom all day with 8 of my best friends

OSS

Perfect, I'll get to sleep in then spend all day playing videogames and watching movies on my comfy couch



What do you know about PBIS?



PBIS is NOT...

- A quick fix to complex problems
- A packaged program
- A reinforcement system only
- Discipline that does not include consequences for misbehavior
- Classroom management only
- New
- Unique to Georgia

**PBIS is an essential
shift in thinking...**

 *Shift*

▲
“If a child doesn’t know how to read, *we teach.*”

“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *we teach.*”

“If a child doesn’t know how to drive, *we teach.*”

“If a child doesn’t know how to behave, *we.....*
.....teach? orpunish?”

“Why can’t we finish the last sentence as
automatically as we do the others?”

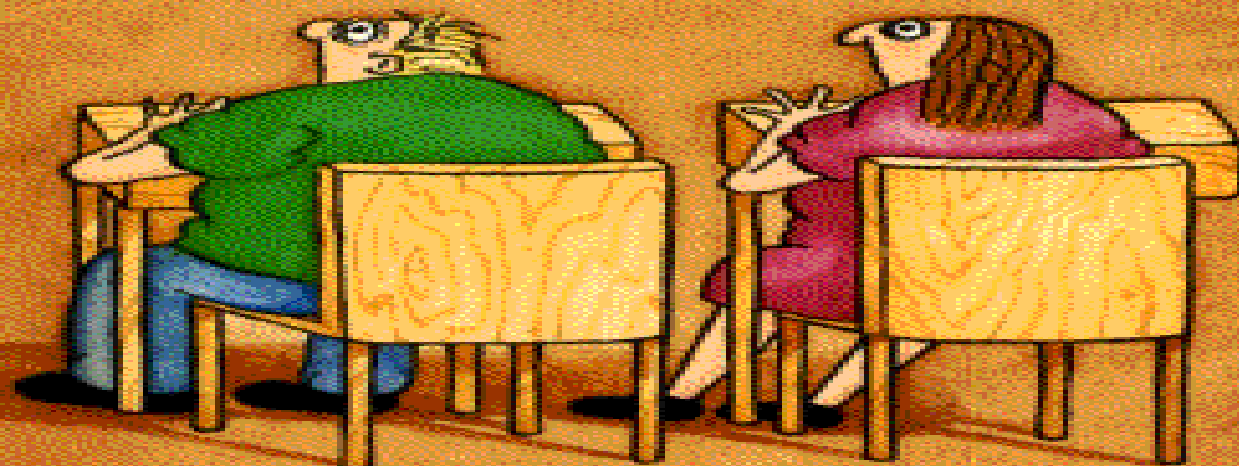
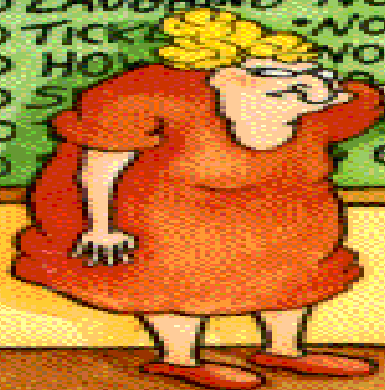
Tom Herner (NASDE President), 2006



ACTIVITY- Favorite Teacher



-NO TALKING -NO EATING -NO DUMB QUESTIONS
-NO RUNNING -NO SWEATING -NO COMING IN LATE
-NO KICKING -NO SWEARING -NO COMING IN EARLY
-NO BITING -NO BURPING -NO LOOKING AT THE CLOCK
-NO LAUGHING -NO SNEEZING -NO LOOKING OUT THE WINDOW
-NO TICKLE -NO COUGHING -NO SMART-ALECKY REMARKS
-NO HO -NO SCREAMING -NO MAKING STUPID FACES
-NO GIGGLING -NO CRYING DURING TESTS
-NO DORKY HAIRSTYLES



Mrs. Mutner liked to go over a few of her rules on the first day of school.

Expectations, Rules and Procedures

Rita Pierson – My Mama Said



Rules

Hands Feet and
Objects to Self

Expectation

Respect

Procedure

Bubbles and
Ducktails

Routine

Procedure that is followed with minimal or no reminders.



Rules

Have necessary
supplies for class

Expectation




Responsible




Procedure


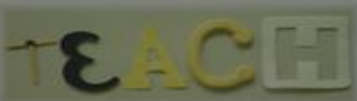

Sharpen pencils
before class begins

Routine

Procedure that is followed with minimal or no reminders.

EXPECTATIONS	Classroom Procedures/Routines				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Attention Signal: Rock and Roll! When I say, “Rock”, you say “Roll”				
Be Respectful 		<ul style="list-style-type: none"> • Enter/exit classroom prepared • Use inside voice 	<ul style="list-style-type: none"> • Listen to others • Accept differences • Encourage Others • Wait your turn to speak 	<ul style="list-style-type: none"> • Use quiet voice • Keep your materials in your work area. 	<ul style="list-style-type: none"> • Eyes/ears on speaker • Raise hand to speak • Contribute to learning
Be Responsible 		<ul style="list-style-type: none"> • Place materials in correct area • Begin warm-up promptly 	<ul style="list-style-type: none"> • Use Time Wisely • Contribute • Complete your part 	<ul style="list-style-type: none"> • Be a TASK master • Use your neighbor • Follow directions 	<ul style="list-style-type: none"> • Follow directions • Take notes • Meet your goals
Be Safe 		<ul style="list-style-type: none"> • Walk 	<ul style="list-style-type: none"> • Use Materials Carefully • Stay in your designated area 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Keep 6 feet on the floor 	<ul style="list-style-type: none"> • Stay at seat • Keep hands, feet, and objects to self

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Be Responsible 		<ul style="list-style-type: none"> • Place materials in correct area • Begin warm-up promptly 	<ul style="list-style-type: none"> • Use Time Wisely • Contribute • Complete your part 	<ul style="list-style-type: none"> • Be a TASK master • Use your neighbor • Follow directions 	<ul style="list-style-type: none"> • Follow directions • Take notes • Meet your goals
Be Safe 		<ul style="list-style-type: none"> • Walk 	<ul style="list-style-type: none"> • Use Materials Carefully • Stay in your designated area 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Keep 6 feet on the floor • Keep track of your materials 	<ul style="list-style-type: none"> • Stay at seat • Keep hands, feet, and objects to self • Put all materials not in use in desk

EXPECTATIONS	Classroom Procedures/Routines				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Attention Signal: Rock and Roll! When I say, "Rock", you say "Roll"				
Be Respectful 	<ul style="list-style-type: none"> • Use kind words & actions • Use appropriate voice level 	<ul style="list-style-type: none"> • Enter/exit classroom prepared • Use inside voice 	<ul style="list-style-type: none"> • Listen to others • Accept differences • Encourage Others • Wait your turn to speak 	<ul style="list-style-type: none"> • Use quiet voice • Keep your materials in your work area. 	<ul style="list-style-type: none"> • Eyes/ears on speaker • Raise hand to speak • Contribute to learning
Be Responsible 	<ul style="list-style-type: none"> • Follow adult directions • Take care of materials/equipment 	<ul style="list-style-type: none"> • Place materials in correct area • Begin warm-up promptly 	<ul style="list-style-type: none"> • Use Time Wisely • Contribute • Complete your part 	<ul style="list-style-type: none"> • Be a TASK master • Use your neighbor • Follow directions 	<ul style="list-style-type: none"> • Follow directions • Take notes • Meet your goals
Be Safe 	<ul style="list-style-type: none"> • Keep hands, feet & objects to self • Use all equipment & materials appropriately 	<ul style="list-style-type: none"> • Walk 	<ul style="list-style-type: none"> • Use Materials Carefully • Stay in your designated area 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Keep 6 feet on the floor • Keep track of your materials 	<ul style="list-style-type: none"> • Stay at seat • Keep hands, feet, and objects to self • Put all materials not in use in desk



Telling is not Teaching

If you don't have time to do it right, when will you have time to do it over?

-John Wooden



Teaching Behavioral Expectations

- For a child to learn something new, it needs to be repeated an average of 8 times.
- For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated an average of 28 times

(Harry Wong)



5 Steps to Teaching

1. Teach (Tell)
2. Model (Show it)
3. Practice in a controlled environment
4. Practice in a real life situation
5. Feedback



Lollipop Video

- <https://www.youtube.com/watch?v=hVCBrkrFrBE>



Research by: Mike Hock KU-CRL

Teen Perceptions of Self



Teens and Self-Image: Survey Results

Question 8. How much influence does each of the following have on your life?

	A Lot or Some	None
Parents	96%	4%
<u>Teacher</u>	<u>80%</u>	<u>20%</u>
Other kids	78%	22%
Religion	70%	30%
Girl/Boyfriend	63%	37%
Celebrities	63%	37%
TV Shows	44%	56%
Advertising	36%	64%



Teens and Self-Image: Survey Results

Question 5. Who understands you the most?

Friend	42%
Parent	28%
Girl/Boyfriend	10%
No one	8%
Sibling	5%
Religious Leader	1%
<u>Teacher</u>	<u>1%</u>
Other	5%



Acknowledgment

- Some students are starved for attention
- 30 years of research literature found...
(15:1 skewed to the negative side)



Research from Becker and Evertson

Student
engagement
and praise

91%



50%



Contingent

Specific positive feedback

Generic positive praise
(thumbs up, good job)

Non-contingent

Giving students time and
attention just because you
value them as people



4:1 Ratio

Business Teams

High Performance = 5.6:1

Medium Performance =
1.9:1

Low Performance = 1:2.7

Personal Relationships

Marriages that last = 5.1:1
/ 4.7:1

Marriages likely to end in
divorce = 1:1.3



Positive or Corrective?

- Vast majority of the corrective statements are gentle reminders
 - “You need to get back to work now”.
 - “No, please put that away please”.
 - “I asked you to go back to your seat, thank you”.
 - “No, you need to put that book away and work on this assignment”.
 - “Shh, quiet down”



Rating Interactions: Positive or Negative?

- Always ask yourself this question:
 - “Did the student get attention while engaged in positive behavior or negative behavior?”



Positive or Negative?

- Rachael gets up to sharpen her pencil although you had stated that no movement was permitted during a certain class activity.
- You walk over to Rachael and remind her gently that she needs to return to her seat.

NEGATIVE



Positive or Negative?

- Jose finishes his independent work early, gets out a novel and reads to himself.
- You give Jose a homework pass for finishing his work and staying quiet while other students work.

POSITIVE



Positive or Negative ?

- Heather got out of her seat to pass a note to a classmate.
- You give Matthew a reward ticket and thank him for sitting in his seat.

POSITIVE



Positive or Negative ?

- Tamika answers the question you asked correctly, but does not raise her hand.
- You thank Tamika for answering the question and move on in your lesson.

If blurting out an answer to a question is not allowed, this would be a **NEGATIVE interaction.**



Positive or Negative ?

- Jordan helps a struggling classmate out with a question on an assignment.
- You thank Jordan for helping the student and you ask him to get back to his seat.

If getting out of his seat during this activity is not allowed this would be a **NEGATIVE interaction.**



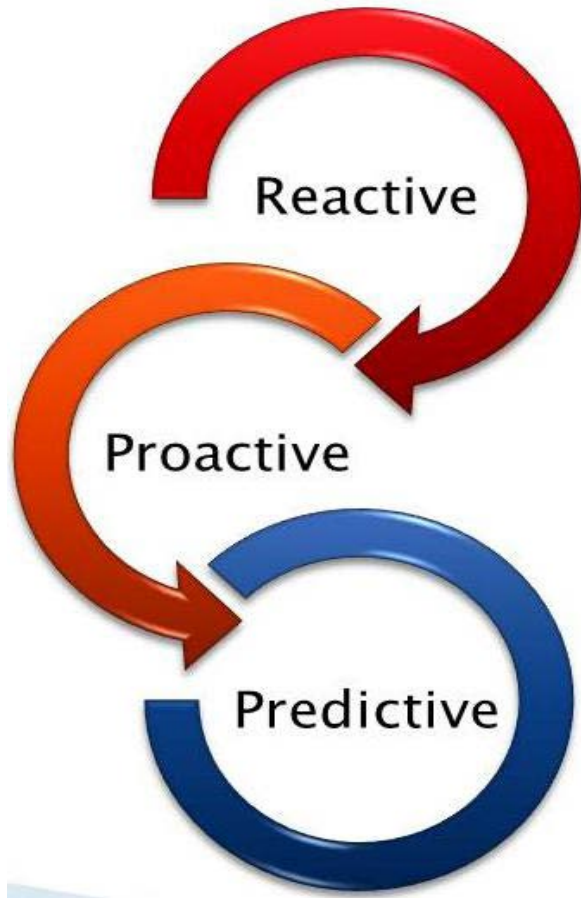
Positive or Negative?

- Olivia yells “Happy Birthday” to you on the opposite end of the lunch room.
- You walk over and thank her and ask her how cheerleading is going.

If yelling is not allowed in the Cafeteria this would be a **NEGATIVE interaction.**



Rethinking Discipline



Discipline

n. (fr. Latin disciplina, teaching, learning)

Instruction that corrects, molds or perfects character and develops self-control (Webster's New Collegiate Dictionary).



Traditional Discipline vs. PBIS

Traditional Discipline

- Focuses on the student
- Goal is to stop undesirable behavior, through the use of aversives (punishment)

PBIS

- Focuses on the system
- Goal is to replace undesired behavior with a new behavior
- Teaches appropriate skills, and rewards appropriate behavior



Why behaviors need to be defined?

- What one teacher or student may consider disrespectful, may not be disrespectful to another teacher
- All staff need to **agree** and **be trained** on operationally defined behaviors



Guidelines for Consequences

- Hierarchy
- Developmentally appropriate
- Preplanned and posted
- Taught and reviewed
- Delivered consistently and timely
- Tied to the expectations



Responses to Problem Behavior

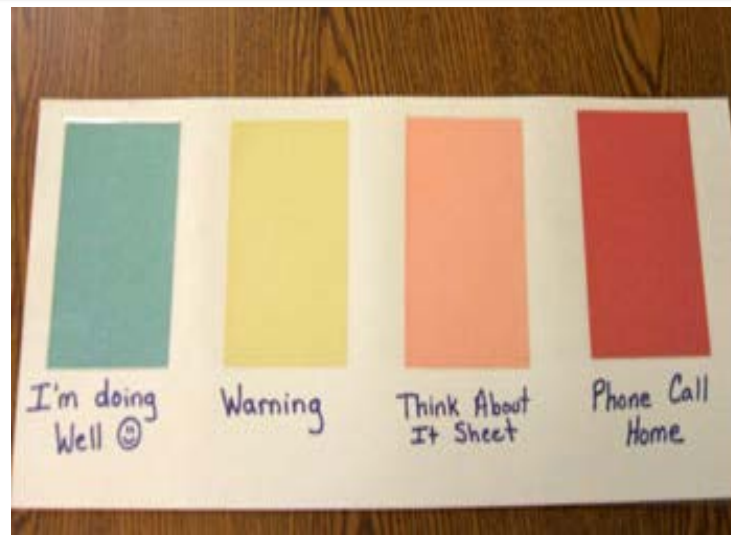
1. Proximity control
2. Reward around the student
3. Cool-off pass
4. Provide choices
5. Give the student a responsibility
6. Privately conference with student



BEHAVIOR CHART




Non-Examples?
Why?





Discussion – Pair Share

- What corrections/interventions have you used in your classroom, what has worked well? What has not worked well? What would you add now from today?



Classroom Management: Self-Assessment

Brandi Simonsen, Sarah Fairbanks, Amy Briesch, & George Sugai, 2006

This assessment tool is designed for a teacher to rate him or herself and develop an action plan. It may also be used by an observer to evaluate a teacher and provide specific and contingent feedback that will assist in the development of an action plan.

Teacher:	Rater:	Date:
Instructional Activity:		Time Start: Time End: Total Minutes:

Tally each Positive Student Contact	Total #	Tally each Negative Student Contact	Total #
Ratio of Positives to Negatives: (To calculate, divide # positives by # of negatives: _____ to 1)			
Tally of Opportunities to Respond (OTR):		Total #:	



As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all cases it is my response that decides whether a situation will be escalated or de-escalated or a child humanized or de-humanized.

-Haim Ginott



Questions?

Mark Fynewever

mfynewever@doe.k12.ga.us

Tony Feldmann

afeldmann@doe.k12.ga.us